MKTG207

Services Marketing

S1 Day 2018

Archive (Pre-2019) - Dept of Marketing and Management

Contents

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General Information

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Credit points
3

Prerequisites
MKTG101

Corequisites

Co-badged status

Unit description
This unit expands students' understanding of marketing within the service sector. Students will be introduced to principles of services marketing and will examine the characteristics and problems unique to the marketing of intangible goods. In particular, the unit will examine the concept of consumer behaviour as it applies to the purchase of services and to the interaction between customers and service providers and also explore the link between service quality and customer satisfaction. On completion of this unit, students will be able to understand that the successful marketing of services and delivery of customer service are critical elements in the development of customer satisfaction and the long term success of a service sector organisation. In addition to lectures, the unit will use case studies and team project work to examine contemporary business examples and best practice.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

1. Identify, understand, and articulate a range of influences on consumer behaviour within the service sector.

2. Critically analyse, discuss, evaluate and integrate the theoretical literature to create a coherent and theoretically rigorous argument.

3. Critically evaluate and reflect upon specific services marketing decisions and marketing strategies through the use of applied questions.

General Assessment Information

OVERVIEW

MKTG207 has been designed to provide you with an introduction to the field of services marketing. This unit has been designed to build upon the knowledge and skills you acquired from studying introduction to marketing We are all consumers of services. We use services daily when we study at university, do our banking, visit our favourite café/restaurant, go the doctor, get our hair cut, use our phone, and go to the shops for some retail therapy. Despite this commonality, we know that as consumers of services, we are different from one another. We buy different brands, visit different banks, prefer different restaurants, and wear different clothes. Our evaluations of each service encounter are unique and change on every purchase occasion as we are influenced by our own prior experiences, our perceptions, as well as the people, and information that surrounds us. With this state of flux, how can we construct coherent marketing strategies to target consumers in the service sector effectively?

In this class we will try to learn how and why service consumers behave the way that they do. We will study theories from marketing and psychology and to attempt to use these theories to predict how consumers will respond to different service marketing activities. We will learn how and why the marketing of services is different to selling physical goods. How important it is to create strong, and enduring relationships with service customers. How challenging it is to manage what is effectively an ephemeral, "happening" experience (ie. A service) and how the effective delivery of a service starts within the organisation (ie. With its employees and organisational culture). You will have the opportunity to apply this theory through the analysis of a variety of real-world examples directed at amplifying your understanding of how services marketing concepts are used.

This is a 3 credit point unit.

Details of Assessment

Assessed Coursework 15%

Due in the week in which your chosen topic is set by Friday 9pm AEST via turnitin.

Submission of one typed one page response worth 15%. Assessment topics are set for

weeks 2,3,4,5,6,7 inclusive. It is the students choice as to which <u>one</u> of the weekly submissions selected from week 2,3,4,5,6,7 you would like to submit for marking.

Each week you are required to type a maximum 1 page response to the set question for that week PRIOR to your tutorial. You will be required to bring it to class for discussion. The schedule for this, and the set topic questions are outlined in the "Unit Schedule" and are titled "Assessments due for discussion" each week. You will be able to choose one write-up to submit for marking.

You are required to read each of the set case studies, or journal articles in the teaching schedule. Your analysis should be supported throughout with the services marketing theory you are being asked to discuss. <u>For each write up, y**ou must support your answer using at least one additional journal article**</u> that you have found yourself. Failure to include this will lead to a fail grade.

Content from selected weekly write ups will be reflected in components of the exam questions. Preparation of these on a weekly basis will enhance your preparation for the exam. **Note**: It is a requirement that you come to class prepared and with the set work completed. Any student attending the tutorial unprepared, and without their one page solution write up to discuss in class will be asked to exit the classroom. The reason for this is that tutorial structure is based on participation and dialogue amongst all members. The assumption that students are prepared, and expected to engage and participate in the discussion of the subject matter. This is to the benefit of each individual and to the whole of the class.

You must correctly reference the article both in-text as an in-text citation using the Harvard author date method, as well as at the end of your solution by including a full reference to the article.

• You are required to answer each set question in paragraph form.

• Harvard Referencing is required.

• Weekly responses are to be formatted as follows; one single A4 page (strict page limit but EXCLUDES references), size 12 times new roman font, 1.5 line spacing, normal margins, registered student name, and student ID number printed at top of page along with topic title of submission.

• You will choose one of your write ups to submit for marking. Submission is via iLearn and turnitin.

• No extensions will be granted.

• Please bring a duplicate copy of your solution to class in preparation for class discussion.

The set questions are outlined in the presentation schedule contained in **the UNIT SCHEDULE in this outline where the tasks are listed by week**.

<u>Investigative research report 45%</u>

Due Friday Week 10 by 9pm AEST.

The topic is as follows:

DESCRIPTION OF TASK

Investigative Media Report

Due: **Friday, Week 10 9pm AEST**

Marking rubric available via iLearn

Students are required to complete a major group report during the course. The report will be weighted as 45% of the course.

In order to support the development of your report, class activities have been built in to the weekly course schedule. You will also present the drafting of your work in order to obtain feedback.

Drawing from theory on services marketing, consumer behaviour and consumer psychology discuss the following;

Discuss consumers motivations for contributing brand-related content within social media. What sort of content do consumers contribute? Does this have a positive or negative effect on the brand?

Discuss this topic using theory from services marketing, consumer behaviour and psychology. Support your answer by selecting one online brand community for a retail brand. You are required to collect secondary data by extracting and analysing consumer commentary and posts from your chosen forum to include as qualitative verbatim evidence throughout your report.

You may choose any social media platform that you deem suitable for your investigation. Your report will address the following content;

1. **Industry background:** Using industry and journal article research briefly define and describe the nature of the social media platform/forum that you have chosen. (approx 100 words)

2. **Marketing objectives:** Using journal article research discuss the marketing purpose/ positioning, objectives and motives of the platform from the perspective of its users (brands, and consumers) (approx 100 words)

3. **Literature review:** Select three to four main theoretical concepts to frame your literature review. These theoretical concepts are of your own choosing, however they should assist you to theoretically respond to the report topic. Each of these theoretical concepts needs to cover the following issues; theoretical definition/conceptualisation, main characteristics of the concept, relevance to marketing and your report topic, specific theoretical findings related to the concept, conclusion and linkage of concept to your other chosen theoretical concepts. (approx 1500 words)

4. **Consumer post commentary/verbatim integrated with your chosen literature.** You will need to analyse your consumer post/commentary data from your chosen social

media platform data using the software NVIVO and develop and apply a coding framework to analyse you data. This coding framework will be structured according to your chosen theoretical concepts, and any sub-dimensions of those. Provide a table reporting your coding framework. Retain screenshots of this data or a word/PDF file for submission along with your report - this is mandatory. You will be required to integrate the consumer word for word quotes and verbatim from your data analysis with your literature to illustrate how the theoretical concepts manifest within your online brand community. (approx 1000 words)

5. **Discussion and conclusion. Y**ou are required to discuss the implications of your findings. What were the main outcomes in terms of services marketing and how consumers behave, and what are the implications of your findings for brand management? (approx 800 words)

NOTES:

Assessment contains an individual mark: You will have three or four members per group. Each group members contribution will be weighted using a peer group scoring method upon submission of the report, and they will receive an individual mark based on the final mark awarded. This mark will be moderated by your Tutor who will discuss each members contribution with the group. For example if your group is given an final report score of 30/45 for the report, and group member 1's contribution is weighted by each of his/her three group peers as 8/10, 6/10, 9/10 (23/3 = 7.7). Group member 1 would receive a score of 0.77 x 30 or a final mark for the report of 23.1/45. This final score is moderated by your convenor as above.

This is an assessment based on scholarly research (e.g., journal articles (peer reviewed or otherwise), scholarly book chapters, research monographs, research handbooks etc), theory and critical evaluation, analysis and synthesis (not mere description). The reports upper word limit is 4,000 words. There is no minimum word limit. The upper word limit is strict. NB. The word limit does not include; title page/cover page, sub-headings, reference list (Note - it does include in-text citations), or the appendix.

- A minimum of 15+ scholarly articles is deemed to be absolutely necessary to understand this area and this should be used as a guide.
- Full Harvard author-date referencing is required (in-text citations, and reference list).
- Excess words beyond the strict word limit will not be read or marked.

There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty).

Your report must be submitted online VIA Turnitin: Submit soft copy to the plagiarism detection system 'Turnitin' VIA iLearn before the deadline

Please note the following:

• One member must be responsible for submitting the report to iLearn. Your soft copy must include a title Page with full official student names (last name in CAPITALS) and student ID numbers. It must also include your reference list. Please name your file as follows: **Surnames_Final Report.doc**

• Report should be formatted as follows; size 12 times new roman font, 1.5 line spacing, regular margins, headings in capitals and bold, sub-headings in upper and lower case and bold italics.

• Report will be marked electronically via GradeMark on Turnitin using iLearn, annotated with comments from the marker and your grades will be available for viewing on the Grades link via iLearn approximately 3 weeks after submission. An announcement will be made on iLearn when assignments have been marked.

Final Examination

This 3 hour examination is worth 40% of your course assessment.

The weighting of your final exam is as follows:

4 essay questions of 6	**Worth 40% of your total assessment**

You are expected to clearly demonstrate knowledge from the following sources in your final exam;

- All Chapters from the textbook outlined in the Learning activities schedule,
- The material discussed during lectures
- The material discussed during tutorials including the set weekly readings
- A general knowledge of the material discussed in your individual weekly one page write ups and your group report.
- Your weekly tutorial class discussions will be of benefit in preparing for the exam.

Assessment Tasks

Name	Weighting	Hurdle	Due
Weekly Assessed Coursework	15%	No	Friday Week 7 9pm AEST
Investigative Research Report	45%	Yes	Week 10 9pm AEST
Exam	40%	No	Exam period

Weekly Assessed Coursework

Due: **Friday Week 7 9pm AEST**
Weighting: **15%**

Submission of one (1) typed one-page response worth 10% in total. You may choose which one-page response to submit from between weeks 2-7 inclusive. The submission is due to turnitin in the week that the topic is set. (ie. if you choose week 3/s topic, then it is due on the Friday of week 3 by 9pm AEST).

The set questions are outlined in the presentation schedule contained in **the UNIT SCHEDULE (Weekly activities table) in this outline.**

Submission is via turnitin.

On successful completion you will be able to:

- 1. Identify, understand, and articulate a range of influences on consumer behaviour within the service sector.
- 2. Critically analyse, discuss, evaluate and integrate the theoretical literature to create a coherent and theoretically rigorous argument.
- 3. Critically evaluate and reflect upon specific services marketing decisions and marketing strategies through the use of applied questions.

Investigative Research Report

Due: **Week 10 9pm AEST**
Weighting: **45%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

This major group report is based on scholarly journal article research and social media consumer post analysis.

Submission is via turnitin.

On successful completion you will be able to:

- 1. Identify, understand, and articulate a range of influences on consumer behaviour within the service sector.
- 2. Critically analyse, discuss, evaluate and integrate the theoretical literature to create a coherent and theoretically rigorous argument.
- 3. Critically evaluate and reflect upon specific services marketing decisions and marketing strategies through the use of applied questions.

Exam

Due: **Exam period**
Weighting: **40%**

This exam contains 4 mini essay questions out of 5

On successful completion you will be able to:

- 1. Identify, understand, and articulate a range of influences on consumer behaviour within the service sector.
- 2. Critically analyse, discuss, evaluate and integrate the theoretical literature to create a coherent and theoretically rigorous argument.
- 3. Critically evaluate and reflect upon specific services marketing decisions and marketing strategies through the use of applied questions.

Delivery and Resources

Required Textbook

The textbook to accompany this unit is:

Lovelock, C. H., Patterson, P.G. and Walker, R.H., *Services Marketing: An Asia-Pacific and Australian Perspective* (6th Edition), Sydney: Pearson Education Australia, 2014.

Copies of older editions are available in library in the reserve section.

Please note that old editions of this text do exist. You are welcome to use these, however you will need to cross-check the content of older versions with the 6th edition of the text on a weekly basis to ensure that you are reading the correct material. Cases in the old versions are different.

Writing Skills

The major assessment for this unit revolves around writing a research report. This report allows students to develop their research and writing skills.

With regard to the development of writing skills students are advised to read the following resource copies of which will be made available in class. These are also available in the library.

Burton, L. 2010. *An Interactive Approach to Writing Essays and Research Reports in Psychology*, John Wiley & Sons, Australia

This source also covers information on topics such as; writing style, critical thinking, report writing, referencing, structure, and plagiarism.

Researching Skills - Journals

In addition to the required textbook for this Unit, you should familiarise yourself with the relevant periodical section of the library. Journals recommended for your study in marketing include:

- Journal of Marketing

- Journal of Consumer Research

- International Journal of Research in Marketing

- Harvard Business Review

- Journal of the Academy of Marketing Science

- Journal of Services Research

- Journal of Services Marketing

You can access these resources through the Library home page. Under 'research' select search for 'journals' and type the name of the journal.

Recommended Research Databases

You should also familiarize yourself with key research databases available for access through the library. Databases recommended for your study in marketing include:

- Ebscohost:
  - Academic Search Elite
  - Business Source Premier
- Wiley Interscience
- Passport (Industry Reports)
- Google Scholar (only when logged in via the Macquarie University website)

The timetable for classes can be found on the University web site at: https://timetables.mq.edu.au.

Technology used and required

- This unit requires access to standard information and communication technologies such as a personal computer and internet access.

- Students are required to familiarise themselves with iLearn (https://ilearn.mq.edu.au/login/MQ/). iLearn will be used to post course material, announcements, student grades and as a means of communication between staff members and students.

- Students are expected to check their university email account and contact the teaching staff through it.

- All important announcements will be made on iLearn and you are expected to view the announcements page of the course website at least once per week

In order to pass this unit successfully, students need to engage in the weekly reading tasks, participate actively in class, and achieve an overall mark of 50% or higher in the unit.

Unit Schedule

Session 2:

The Service Economy. Chapter: 1

Course overview. Report briefing.

Assessed coursework: In class online activity: Define and discuss services. Choose one example of a retail service marketed via instagram and compare this to its marketing via traditional advertising platforms. What are the similarities and or differences in marketing? Does this blur the boundaries between a service and a good?

Set reading –read prior to class: LOVELOCK: Classifying services to gain strategic marketing insights

Session 3:

Behaviour, Culture & Service Encounters

Chapter: 2

Assessed coursework: Prepare prior to class: Does customer empowerment compromise service standards? Choose one service example and discuss.

Set reading –read prior to class: KOTZE: Students as co-producers of higher education

Set reading – read prior to class: DELUCCHI: A postmodern explanation of student consumerism

Session 4: Customer Satisfaction and Service Quality

Chapter 12

Assessed coursework: In class online activity: Research current bank satisfaction scores. What is satisfaction and what do these scores mean in light of your understanding of consumer loyalty?

Set reading read prior to class: JONES: Why satisfied customers defect

Session 5:

Managing Customer Service & Managing Customer Relationships

Chapter 11 and 13

Assessed coursework: In-class online activity. Access Snapchat app and select one brand. What are brands trying to achieve via the use of this platform? Discuss in light of customer engagement and the consumer brand experience.

Set reading – read prior to class: CHANDLER AND LUSCH "Service Systems: A broadened

framework and research agenda on value propositions, engagement, and service experience"

Session 6: Customer Complaints and Service Recovery

Chapter 14

Assessed coursework: Prepare prior to class: Define and discuss negative brand/service relationships? What are the outcomes of such relationships for brand management? Illustrate using an online hate brand community.

Set reading – read prior to class: FOURNIER "Relating badly to brands" or MUNIZ and O'GUINN "Brand community,"

http://bbr2015.brandrelationships.org/wp-content/uploads/sites/3/2015/04/Fournier-Alvarez_JCP2013_Relating-Badly-to-Brands.pdf

Extension reading: HARRIS: Exploring service sabotage

Session 7:

Specialist lecture session: Market research in services

Chapter NA

Assessed coursework: In-class activity : Imagine that you are a market researcher. You have been asked to develop measures of customer engagement within social media platforms. What is engagement and how would you measure it and why? Choose one social media platform.

Set reading – read prior to class: DESHPANDE: Paradigms lost reliability/validity and critical incident technique

Session 8: Managing People for Service Advantage

Chapter 9

Class activity: Group report draft to be brought to class for feedback, in class time

Session 9:

Developing Service Products, Experience management, and the digital environment

Chapter 4

Class activity: Group report draft to be brought to class for feedback, in class time

Session 10:

Positioning Services in Competitive Markets

Chapter 3

Class activity: Group report peer working time

Session 11:

Integrated Communications

Chapter 8

In class discussion: To what extent is brand meaning socially constructed amongst customers?

Set reading – read prior to class: HENNIG-THURAU: The impact of new media on customer relationships

Session 12: Crafting the service environment

Chapter 10

Class activity: Examine Bitners Model of the Servicescape provided by your tutor. Map the servicescape elements for a) an online brand and then b) a physical brand mapping. Do certain elements dominate in these platforms?

Session 13:

Exam revision/overview and tutor/unit evaluations

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the

key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (http s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p olicy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.m q.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://stu dents.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/ offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. Identify, understand, and articulate a range of influences on consumer behaviour within the service sector.
- 2. Critically analyse, discuss, evaluate and integrate the theoretical literature to create a coherent and theoretically rigorous argument.
- 3. Critically evaluate and reflect upon specific services marketing decisions and marketing strategies through the use of applied questions.

Assessment tasks

- Weekly Assessed Coursework
- Investigative Research Report
- Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1. Identify, understand, and articulate a range of influences on consumer behaviour within the service sector.
- 2. Critically analyse, discuss, evaluate and integrate the theoretical literature to create a coherent and theoretically rigorous argument.
- 3. Critically evaluate and reflect upon specific services marketing decisions and

marketing strategies through the use of applied questions.

Assessment tasks

- Weekly Assessed Coursework
- Investigative Research Report
- Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 1. Identify, understand, and articulate a range of influences on consumer behaviour within the service sector.
- 2. Critically analyse, discuss, evaluate and integrate the theoretical literature to create a coherent and theoretically rigorous argument.
- 3. Critically evaluate and reflect upon specific services marketing decisions and marketing strategies through the use of applied questions.

Assessment tasks

- Weekly Assessed Coursework
- Investigative Research Report
- Exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Assessment tasks

- Weekly Assessed Coursework
- Investigative Research Report
- Exam

Changes from Previous Offering

NA

Essay Writing Tips

WRITING SKILLS

Writing the Introduction

The introduction outlines the topic that you are going to address, states the purpose of the paper and outlines the main points you will argue. It is typically only a few paragraphs long and is designed to capture the readers interest and attention. Tips on writing an introduction are provided next:

- Keep it short – one or two paragraphs
- It sets the framework
- It is a roadmap for the reader – it tells them what you are reviewing, why you are reviewing it and how you intend to proceed with your arguments
- Ensure that you do not use first person language i.e. "i will argue...". You should only use third person language "Research evidence indicates that" or "In this essay it will be argued that..."
- Your argument should be based on the research evidence that you have read and not on your personal opinion

Organising the Information to Start Writing

Now that you have an outline of what it is that you need to write about and how you will structure your report, you now need to start the writing process. Organising your information throughout is essential. Some tips are provided next:

- Keep similar points or concepts close together. You may use one paragraph or a few paragraphs to explain related ideas
- Only present one broad concept per paragraph and try not to introduce many new ideas into that paragraph.
- Once you have finished discussing related concepts use a linking paragraph to move to the next concept.
- Ensure that your paragraphs build logically upon each other.

Paraphrasing

Why is referencing important? Referencing is important for two main reasons. Firstly it allows you to acknowledge the source of the information that you have included in your work. Whenever you use someone else's ideas in your report, you must in-text cite their work. Secondly, in-text

citations within your report allow the reader to identify the original source of the idea.

Referencing therefore ensures that you do not commit plagiarism. Plagiarism is the copying of other authors ideas and passing them off as your own. It Is something to be avoided as it is equivalent to cheating. Plagiarism will lead to a grade of zero. We use Turnitin to assist us in the process of identifying plagiarism.

In order to avoid plagiarism you need to undertake paraphrasing. This means rewriting the original idea in your own words to explain the idea. Think about the following example. The original sentence taken from Bowden (2010) said:

"Similar to satisfaction, delight may also be influenced by the customer's anticipatory expectations. That is, in highly hedonic service contexts where customers have high anticipatory expectations shaped by strong brand equity and strong word of mouth recommendation, the customer may expect to be delighted."

It is not appropriate to simply change a few words in every sentence and then place an in-text citation at the end of the sentence. You would be guilty of plagiarising if you wrote:

In highly hedonic service contexts here there is strong brand equity and strong word of mouth recommendation, delight, like satisfaction can be influenced by the customer's anticipatory expectations (Bowden, 2010).

In order to avoid plagiarism you need to put the ideas into *your own words* and cite the original author of the idea:

Bowden (2010) found that the nature of the service context strongly influenced customer's expectations of the service delivered. Where customers' a priori expectations were considered to be high and where brand equity played a significant role in shaping these expectations, customers expected to feel delighted by the service.

Practice your paraphrasing skills with the following pointers:

- Read an original paragraph from one of your journal articles
- Take notes on the key points made
- Now express these points in your own words
- Compare your rewritten paragraph to the original authors – check that the meaning is retained, but ensure that the way you have expressed your paragraph is sufficiently different
- Acknowledge the author of the idea in your rewritten version by indicating the authors surname and the year of the articles publication

In-Text Citations

An in-text citation is an acknowledgement of the sources that you have used in your report. In an in-text citation you write the authors surname and the year that the article was published in. We use the Harvard author-date convention of referencing and in text citations. This is a specific

style as illustrated below.

The citation can be placed at the start of a sentence, or at the end of a sentence where you have used another author's ideas.

At the end of a sentence the in-text citation is placed in parentheses and is separated by a comma:

The study concluded that delight was not an important determinant of customer loyalty (Bowden, 2010).

At the start of a sentence, the author's name becomes a part of the sentence itself:

Bowden (2010) found that delight was not an important determinant of customer loyalty.

If there are three or more author's of the article you have read you simply cite the first authors name and then add the words *et al.* This is a latin abbreviation for "and others." A full stop must be included after the "al.".An example of this is as follows:

The study concluded that delight was not an important determinant of customer loyalty (Bowden et al. 2010).

Quotations are a special case of citation. Quotations used in essays should be short and limited to one or two sentences in length. It is advisable to limit the number of quotations that you use to around 5 per essay. Quotations should be placed inside quotation marks and cited using the authors name, year of publication and the page from which the quotation came from.

"Delight may be influenced by the customer's anticipatory expectations. That is, in highly hedonic service contexts where customers have high anticipatory expectations shaped by strong brand equity and strong word of mouth recommendation, the customer may expect to be delighted" (Bowden, 2010, p. 13).

You should always try to read original sources rather than relying on the summaries that other authors have provided you with. However sometimes you may need to include a secondary source in your in text referencing. Citing a secondary source requires you to acknowledge two sets of authors – that is, the authors of the article you are reading (primary source) and the original source which you have not read (secondary source). For example:

Delight is defined as a distinct and separate evaluative response to the satisfaction response (Oliver et al. 1997 cited in Bowden, 2010).

In the reference list (to be discussed next) you would only include the article that you have actually read. So using the above example you would only include Bowden, 2010.

Concluding

The conclusion summarises your main points. You should not introduce any new material in the conclusion that have not already been discussed. In the conclusion you describe the answers to the research topic that was set.

The information above was adapted from the following text which is in the reserve section of the library and which is also available for purchase from the Co-op Bookshop on campus: Burton, L. 2010. *An Interactive Approach to Writing Essays and Research Reports in Psychology*, John

Wiley & Sons, Australia

Reference List – Journal articles & Books

A reference list provides the reader of your essay with full publication details of all of the sources that you have used in your essay. Like the in text citations, a reference list allows the reader to identify where you have obtained your information from and to retrieve it if necessary. A reference list only includes those sources you have actually cited in-text. It does not include sources you have simply read but have not used in your essay. Reference lists should be compiled in alphabetical order.

Journal articles are your primary source of material for this essay task. A journal article reference includes the following, author's surname, first name initial, year of publication, title of publication, journal title from which the publication came, volume of journal, issue number of journal and page references for the article. An example is provided next:

Bowden, J., 2009. Customer Engagement: A Framework for Assessing Customer-Brand Relationships. The Case of the Restaurant Industry. *Journal of Hospitality Marketing & Management*, 18 (6), 574-596.

It is important that each of these elements in the reference are presented exactly as above. This includes ensuring that the journal title is in italics; that a full stop and a comma follows the authors initial; that a full stop follows the title of the article; that the issue number is in brackets etc.

You may wish to use the referencing convention for Harvard Author-Date as presented in the above. This style is based on that of McMillan, K. and Weyers, J., 2010. *How to Write Essays & Assignments*, United Kingdom: Pearson Education.

ALTERNATIVELY you may wish to refer to the Macquarie University Referencing resource website (Monash University, University of Queensland, University of Leeds, University of Western Cape):

http://www.library.mq.edu.au/research/referencing.html

For further information on referencing and essay writing it is highly recommended that you obtain a copy of one of the following texts from the reserve section of the library or from the Co-Op Bookshop.

Burton, L. 2010. *An Interactive Approach to Writing Essays and Research Reports in Psychology*, John Wiley & Sons, Australia

McMillan, K. and Weyers, J., 2010. *How to Write Essays & Assignments*, United Kingdom: Pearson Education.

Global Perspectives and Sustainability

This unit draws its case studies and brand examples from an international context. Sustainability is discussed within the context of not for profit firms and their brand positioning.

Research and Practice

MKTG207 builds on material introduced in previous marketing units. In doing so, the unit has a dual focus. The first objective is to develop students' skills in using theoretical research in marketing to develop a sound knowledge of the complexities of services marketing consumer behaviour. The second objective is to introduce students to the practice of services marketing and familiarise them with marketing strategies which are designed to more effectively target consumers.